

New Caney Independent School District
New Caney Elementary School
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

NCE ended the 2022-23 school year with 636 students Pk-5th grade

Ethnic Distribution: African American 2%, Hispanic - 70%, White 26.7%, Pacific Islander 0%, Two or More Races 3%

Economically Disadvantaged: 80.5%

Students in Sepcial Education: 25.3%

Homeless students: 1.5%

Students in gifted and talented: 4%

Teacher Experience:

0-5: 23%

6-14: 51%

15+: 26%

Demographics Strengths

The majority of our teachers have over five years of teaching experience.

GT students have been identified and supported because of the talent pool.

Universal screeners are given at the beginning of the year and help to determine the students that need support. The campus supports the district initiative of identifying and screening all students for dyslexia beginning in the first grade.

Problem Statements Identifying Demographics Needs

Problem Statement 1: New Caney Elementary educationally disadvantaged population is growing, with a greater number of students needing social/emotional support. **Root Cause:** Many students do not have personal experiences and/or the skill set to manage emotions and build positive relationships.

Problem Statement 2 (Prioritized): There is a lack of knowledge in working with students from trauma backgrounds. **Root Cause:** There is a lack of trauma informed training for all staff members.

Student Learning

Student Learning Summary

The 2022-2023 STAAR scores will not be released until the 2023-2024 school year.

There was a decrease in the number of Tier 3 students in both math and reading based on the end of year Aimsweb data.

Student Learning Strengths

Based on the AimsWeb data, our math scores are higher than our reading scores.

The campus CARE team meets every 9 weeks to discuss students who are having behavioral, academic, or emotional difficulties. The CARE team works as a committee to determine appropriate interventions for each student who is brought before the team. This team is a vital part of the success of NCE.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Low percentage of K-3 students reading on grade level at the end of the year. **Root Cause:** Lack of fidelity with guided reading groups, phonics, phonemic awareness programs, and targeted interventions.

School Processes & Programs

School Processes & Programs Summary

The teachers and staff at New Caney Elementary meet the highly qualified staff requirements. The staff has been encouraged to acquire additional certifications in the areas of GT and ESL. The staff attends professional development to maintain certifications in accordance with the Texas Education Laws and to improve classroom instruction. In addition, certain positions within the New Caney ISD system are paid stipends (Dual Language, Special Education) Candidates for new positions are interviewed by a committee of NCE staff members.

NCE experiences a low turnover rate for staff. According to the campus climate survey, staff members feel supported and valued.

The campus has grade level chairs who serve as part of the campus leadership team. In addition, each grade level has a representative on the campus site-based decision making committee and on the campus Care Team. Teachers report in a staff survey that they feel free to speak to administration about concerns and needs. Teachers collaborate with colleagues to determine appropriate instruction and assessment for students. Furthermore, individuals at NCE engage in constant communication with district representatives in order to facilitate the needs of the campus. There are close relationships between NCE and the instructional partners in the district. Instructional Coaches are great assets on campus.

Decisions related to curriculum, instruction, and assessments are data-driven. Systems are in place to evaluate student performance throughout the school year. In addition, students in grades K-3 are not meeting EOY criteria for reading level performance with a high degree of success.

Teachers attend weekly planning sessions focused on unpacking TEKS, alignment of activities and use of formative assessments. Best instructional practices are discussed on a regular basis.

All teachers have laptops and chrome books are 1 to 1 in grades 1-5. PreK and K have five Chromebooks per classroom. PreK-2nd have an interactive device (ClearTouch) in every classroom. There are projectors and document cameras in every classroom. Wi-fi access is available throughout the building. All teachers and student computers have Google. NCE students score with the district average score or above on the technology assessments. Technology is used in ELA, Math, Science, Social Studies. Student engagement has increased due to different mediums for learning to allow for differentiation.

With the implementation of Canvas, teachers have learned to access resources such as book creator and HP5 in order to enhance everyday instruction.

School Processes & Programs Strengths

Currently, all teachers at NCE are ESL or bilingual certified or working towards certification. All teachers hired are highly qualified and have various certifications. Students will continue to benefit from professional development and support provided to the teachers. The highly qualified status of all staff members is also a strength. We have a high retention teacher rate.

In addition, Fine Arts and PE teachers were provided instructional supplies and teaching materials specific to their content areas, to enhance student achievement and promote Fine Arts and Physical Education with all students - ultimately improving teacher retention and retainment.

Input from teachers and staff members is valued. All staff members have a devotion to improve instruction for all students in all areas. The campus culture is one in which the pursuit of excellence is always a priority. Staff members collaborate with colleagues effectively to share new ideas and innovative teaching methods. Several campus programs have positive impacts on the students and their learning. In addition, data analysis is always at the forefront in order to maintain high standards.

The campus has effective systems in place to monitor teacher and student performance (such as the T-Tess evaluation system, various remediation processes, and rigorous daily instruction). Numerous intervention programs ensure struggling students receive needed assistance. The low turnover of staff facilitates the continuation of many school-wide strategies. Additionally, all staff at NCE are highly qualified and able to provide the best possible support for students.

The staff feels that technology is essential and that they would not be able to teach without it. The majority of teachers are highly receptive to technology and are integrating it more and more with instruction. Students are highly receptive to instruction through the use of technology. Programs such as IXL and ST Math allow for students to practice, reinforce and challenge themselves with skills learned in the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers use of formative assessments and how to use data to drive instruction. **Root Cause:** Lack of knowledge and professional learning about formative assessments and data driven instruction.

Problem Statement 2 (Prioritized): There is a need for high quality, research-based Tier 1 instruction. **Root Cause:** Lack of professional learning and coaching cycles.

Problem Statement 3: Improvements are needed to the current mentor program. **Root Cause:** We do not have a framework for the mentor program.

Problem Statement 4: Teachers are not incorporating technology in their lessons. **Root Cause:** Lack of professional learning for all staff members.

Perceptions

Perceptions Summary

Overall there is a positive culture and climate at NCE. With an average of 4.43 out of 5, staff members feel that co-workers contribute to a positive climate and work environment. Based on parent, staff, and student surveys most individuals feel welcome at NCE.

With the implementation of a parent involvement/community outreach committee, we plan for implement parent events at school and in the community throughout the course of the school year.

Parents are provided opportunities to participate in activities such as , GT showcase, Dual-Language information nights, academic night, STEAM night, grade level field trip chaperones, class parties, student performances, Winter Festival, open house, Community Outreach Programs such as our Thanksgiving food drive, Trunk-or-Treat, and neighborhood hotdog bash. Additionally, NCE is provided support from various community alliances including: Wal-Mart and various other participants.

Perceptions Strengths

NCE offers a variety of opportunities for involvement in many areas. Parents, students, and staff members are encouraged to participate in activities to promote team building and positive interaction.

Academic expectations are high.

Staff is committed to student success and achieving the vision and mission of the school.

Students are aware of campus-wide core values, Eagle PRIDE expectations and consequences.

Students are offered opportunities to participate in clubs and activities. (i.e. safety patrol, choir, art club)

The campus meets the needs of families through Backpack Buddies, which provides weekend meals for students and their families. Families are assisted with clothes, immunizations, glasses, and school supplies. In addition, NCE involves parents in numerous academic activities such as: the GT showcase, Dual-Language information nights, academic night, and STEAM night.

NCE will continue to offer community outreach opportunities for families, in order to promote involvement with the school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We need to increase parent involvement and encourage the community to take advantage of volunteer opportunities. **Root Cause:** There has been a lack of promotion and opportunity for parent involvement and volunteers.

Problem Statement 2: We need to improve our overall student attendance and decrease tardies. **Root Cause:** Parents lack the awareness about the importance of attendance.

Priority Problem Statements

Problem Statement 1: Low percentage of K-3 students reading on grade level at the end of the year.

Root Cause 1: Lack of fidelity with guided reading groups, phonics, phonemic awareness programs, and targeted interventions.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need for high quality, research-based Tier 1 instruction.

Root Cause 2: Lack of professional learning and coaching cycles.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: We need to increase parent involvement and encourage the community to take advantage of volunteer opportunities.

Root Cause 3: There has been a lack of promotion and opportunity for parent involvement and volunteers.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: There is a lack of knowledge in working with students from trauma backgrounds.

Root Cause 4: There is a lack of trauma informed training for all staff members.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: Goal #: 1 - New Caney Elementary will increase the achievement of all students and prepare all students for post-secondary education in the workplace through high quality, student-centered programs.





Performance Objective 1: New Caney Elementary will increase each STAAR Domain score by a minimum of 5 points.

High Priority

Evaluation Data Sources: 2024 STAAR summary will be disaggregated to identify areas of strength and needs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize PLCs for data disaggregation, researching best practices, unpacking TEKS, reviewing student work and determining next steps for instruction and assessments. We will also discuss use of formative assessments and how to use data to drive instruction.</p> <p>Strategy's Expected Result/Impact: Improved scores, implementation of formative assessments and data talks.</p> <p>Staff Responsible for Monitoring: Coaches/Administrators/Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Instructional Coach - Title I - \$81,943, Instructional Coach - State Compensatory Ed - \$76,883</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Data from learning walks and ILT pop ins will be used to celebrate successes, as well as help with focus areas in need of improvement.</p> <p>Strategy's Expected Result/Impact: Improved implementation of best practices in the classroom and improved student scores.</p> <p>Staff Responsible for Monitoring: Coaches and administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers and administrators will identify needs for professional development. This will include having our expert teachers lead professional development sessions as well as having our staff attend district training and off campus training for targeted areas.</p> <p>Strategy's Expected Result/Impact: Growth and improvement in classroom instruction, resulting in improved student outcomes.</p> <p>Staff Responsible for Monitoring: Teachers, Coaches, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Teacher Contracted Services PD - Title I - \$3,000, Teacher Travel PD - Title I - \$8,000, Admin Travel PD - Title I - \$3,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will create and track goals, focusing on growth for each goal written.</p> <p>Strategy's Expected Result/Impact: Monitoring of student goals will promote student awareness and growth.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: We will utilize instructional resource tiers in order to identify additional resources needed for intervention, challenge, primary grade assessments and STAAR.</p> <p>Strategy's Expected Result/Impact: Improve student achievement.</p> <p>Staff Responsible for Monitoring: Administrators, instructional coaches, RtI specialist, and teachers.</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Supplemental Supplies for core academic areas - Title I - \$8,305, STAAR Supplemental testing materials - Title I - \$2,000, Supplemental Contracted Services for Students - Title I - \$6,000</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will utilize Ellevation activities/strategies for working with ELL students and for differentiation with all students.</p> <p>Strategy's Expected Result/Impact: Use of Ellevation activities will impact student achievement positively.</p> <p>Staff Responsible for Monitoring: EL Coach, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Ellevation Platform - ESSER III Grant ARP - 262-13-102-25-00-6299-000 - \$2,750, ELL Coach - State Compensatory Ed - \$21,156</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Instructional Aide for Pre-K to assist with classroom instruction and developing social skills.</p> <p>Strategy's Expected Result/Impact: Circle Assessment EOY results compared to BOY results.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Funding Sources: PK Instructional Aide - State Compensatory Ed - \$14,010</p>	Formative			Summative
	Oct	Dec	Mar	June
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Goal 1: Goal #: 1 - New Caney Elementary will increase the achievement of all students and prepare all students for post-secondary education in the workplace through high quality, student-centered programs.

Performance Objective 2: 70% of all students, 1st - 3rd, will meet end-of-year performance standards as measured by Aimsweb, with less than 30% of students falling in Tier 3 for reading and math, and 70% of kindergarten students reading at or above grade level.

High Priority

Evaluation Data Sources: Aimsweb data will be reviewed BoY, MoY and EoY, NCE data wall.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will facilitate guided reading groups with fidelity, in addition to completing running records in order to track student progress and identify areas for intervention and reteach.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to provided targeted reteach and intervention.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Funding Sources: - Local, Dyslexia - State Compensatory Ed - \$40,730, Supplemental Reading Materials - Title I - \$8,000</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize dedicated intervention time, built into the master schedule, for providing targeted intervention and challenge for students. Students in special programs will also be pulled during this time, rather than during core instruction.</p> <p>Strategy's Expected Result/Impact: Students will participate in all core content, with targeted intervention during SOAR time.</p> <p>Staff Responsible for Monitoring: Teachers, RtI Specialist, Coaches</p> <p>Funding Sources: RTI Specialist - State Compensatory Ed - \$39,806</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students identified as homeless will meet regularly with a tutor to provide support in the areas of reading and math.</p> <p>Staff Responsible for Monitoring: Administrators, RtI Specialist</p> <p>Funding Sources: Tutors - ESSER III Grant ARP - \$18,944</p>	Formative			Summative
	Oct	Dec	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will implement Heggerty and Benchmark programs with fidelity, while also utilizing sound walls in grades K-2nd.</p> <p>Strategy's Expected Result/Impact: Students reading on or above grade level.</p> <p>Staff Responsible for Monitoring: Coaches, Teachers and Admin.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: NCE will implement HB3 PK-3 reading and math proficiency goals. Professional development, teacher resources and student resources will be purchased to implement goals with fidelity to reach targets for student learning.</p> <p>Strategy's Expected Result/Impact: Student achievement will improve in the areas of reading and math, as evidenced by state and local assessments.</p> <p>Staff Responsible for Monitoring: Department of Instruction, Principal, Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Early Education Allotment</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Goal #: 1 - New Caney Elementary will increase the achievement of all students and prepare all students for post-secondary education in the workplace through high quality, student-centered programs.

Performance Objective 3: Students will increase STAAR performance for Meets to at least 48% and for Masters to at least 25%.

High Priority





Evaluation Data Sources: 2024 STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be monitored and placed in the RtI process if needed. Students receiving Tier 3 support will be pulled into small groups with RtI staff for intervention in reading and math.</p> <p>Strategy's Expected Result/Impact: Students will receive necessary interventions for growth.</p> <p>Staff Responsible for Monitoring: RtI Specialist, Teachers</p> <p>Funding Sources: Instructional Aides - Title I - \$59,731, RTI Specialist - Title I - \$39,996</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development for technology will be provided for all staff. Technology should be incorporated in lessons, in order to meet the demands of state testing.</p> <p>Strategy's Expected Result/Impact: 2024 STAAR data</p> <p>Staff Responsible for Monitoring: Media Specialist, Principal</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Goal #: 1 - New Caney Elementary will increase the achievement of all students and prepare all students for post-secondary education in the workplace through high quality, student-centered programs.





Performance Objective 4: New Caney Elementary will meet or exceed an attendance rate for students of at least 94%.

Evaluation Data Sources: End-of-year percentages and TAPR will be evaluated for success.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will monitor student attendance, contact parents and make home visits when needed, and provide individual supports for students and families.</p> <p>Strategy's Expected Result/Impact: Attendance will be monitored each nine weeks using absentee reports and will be discussed in Care team meetings.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Attendance Personnel</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: With implementation of the House System and campus-wide events, students will be excited and engaged, wanting to attend school.</p> <p>Strategy's Expected Result/Impact: Use of absentee reports to track student attendance.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Funding Sources: - Local</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Goal #: 1 - New Caney Elementary will increase the achievement of all students and prepare all students for post-secondary education in the workplace through high quality, student-centered programs.





Performance Objective 5: Provide opportunities for students to participate in game based TEKS instruction involving fitness activities to address health, wellness and learning loss due to COVID-19.

Strategy 1 Details	Reviews			
<p>Strategy 1: Due to COVID-19 students may not have had ample opportunities to participate in rigorous physical activity that may have affected the health and wellness of the student population. To increase participation in physical activity, all elementary gymnasium facilities will be equipped with the Lu Interactive Playground System. The system transforms the gym into an interactive learning space that combines core subject material, including TEK aligned math, science, RLA and social studies content and highly engaging game play.</p> <p>Strategy's Expected Result/Impact: Students will increase health and wellness as well as improve classroom TEKS performance using the interactive playground system.</p> <p>Staff Responsible for Monitoring: Campus Principals, PE Teachers</p> <p>Funding Sources: - ESSER III Grant ARP - \$25,000</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Goal #: 2 - New Caney Elementary will provide a safe and orderly environment that promotes student learning for all students.

Performance Objective 1: Student discipline referrals will decrease by a minimum of 10% from the 2022-2023 school year.





Evaluation Data Sources: Evaluate referral data.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will provide quality professional learning about students from trauma backgrounds to all staff. Strategy's Expected Result/Impact: Teachers will have a better understanding on how to support our at-risk students, which will promote student achievement.</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Core team will work with Emergent Tree, consulting group, in order to learn and implement strategies for working with Tier 2 and Tier 3 behaviors. Strategy's Expected Result/Impact: Progress will be tracked, and discipline referrals will be monitored. Staff Responsible for Monitoring: Teachers, Counselor, Coaches, Admin</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Goal #: 2 - New Caney Elementary will provide a safe and orderly environment that promotes student learning for all students.

Performance Objective 2: According to Panorama data, at least 50% of students will feel confident with regulating emotions, in order to promote student learning.

Evaluation Data Sources: Fall and spring 23-24 Panorama survey data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will utilize the 7 Mindsets curriculum in order to address the social emotional needs of our students. Strategy's Expected Result/Impact: Improved student behavior and regulation of emotions. Staff Responsible for Monitoring: Counselor, Teachers, Principal</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Counselor and additional staff will provide targeted social skills groups throughout the year. Strategy's Expected Result/Impact: Improvement in student emotional regulation. Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Goal #: 3 - New Caney Elementary will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 1: The Site-Based Committee will review the ESSA standards for highly qualified staff members.

Evaluation Data Sources: New Caney Elementary Staffing Plan will reflect 100% of teachers and paraprofessionals meeting the state and ESSA certification requirements.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will implement a mentor program for all new staff members. Strategy's Expected Result/Impact: To support and retain new staff members. Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: To promote equity and retention of PE teachers, the Elementary PE teachers are aligning PE equipment for online and class activities to ensure all elementary students in New Caney ISD receive an equitable education in Physical Education. Strategy's Expected Result/Impact: Students will show improvement in Fitness Gram. Staff Responsible for Monitoring: PE Teacher, Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: To promote equity and retention of Fine Arts teachers, teachers will be provided instructional supplies and teaching materials, specific to their content areas, to enhance student achievement and promote Fine Arts with all students. Strategy's Expected Result/Impact: Increase in the number of students entering fine arts areas when moving to</p>	Formative			Summative
	Oct	Dec	Mar	June

secondary.

Staff Responsible for Monitoring: Fine Arts Teachers, Admin.


TEA Priorities:


Recruit, support, retain teachers and principals

- ESF Levers:

Lever 5: Effective Instruction

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 4: Goal #: 4 - New Caney Elementary will increase opportunities for parent/community involvement in all educational processes of our district.

Performance Objective 1: New Caney Elementary will provide a minimum of twenty opportunities for parental involvement and community outreach during the 2023 - 2024 school year.

Evaluation Data Sources: Title I sign-in sheets
Documented outreach opportunities

Strategy 1 Details	Reviews			
<p>Strategy 1: A Parent/Community Outreach committee will be formed to plan events, both in the community and at campus, for all families to attend.</p> <p>Strategy's Expected Result/Impact: Calendar with event dates and times. Sign-in sheets that indicate participation.</p> <p>Staff Responsible for Monitoring: Administration, Outreach Committee</p> <p>Funding Sources: - Local, Parent Family Engagement Set Aside - Title I - \$2,670</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Promote campus volunteer opportunities with parents and the community through Meet the Teacher, meetings and communication through newsletters, Remind, and social media.</p> <p>Strategy's Expected Result/Impact: Increased number of parent volunteers.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for New Caney Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2.25

Brief Description of SCE Services and/or Programs

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Personnel for New Caney Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allison Segura	Dysleixa	0.5
Claudia Rex	Instructional Coach	0.5
Jody Shilling	PK Instructional Aide	0.5
Laura Frias	ELL Coach	0.25
Melissa Bruce	RTI Specialist	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Blakely Collier	Instructional Coach	Title I	1
Elizabeth Dueitt	Title I Aide	Title I	1
Melissa Bruce	RtI Specialist	Title I	.5
Nancy Polasek	Title Aide	Title I	1

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach		\$81,943.00
1	1	3	Teacher Travel PD		\$8,000.00
1	1	3	Admin Travel PD		\$3,000.00
1	1	3	Teacher Contracted Services PD		\$3,000.00
1	1	5	Supplemental Contracted Services for Students		\$6,000.00
1	1	5	STAAR Supplemental testing materials		\$2,000.00
1	1	5	Supplemental Supplies for core academic areas		\$8,305.00
1	2	1	Supplemental Reading Materials		\$8,000.00
1	3	1	Instructional Aides		\$59,731.00
1	3	1	RTI Specialist		\$39,996.00
4	1	1	Parent Family Engagement Set Aside		\$2,670.00
Sub-Total					\$222,645.00
ESSER III Grant ARP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Ellevation Platform	262-13-102-25-00-6299-000	\$2,750.00
1	2	3	Tutors		\$18,944.00
1	5	1			\$25,000.00
Sub-Total					\$46,694.00
State Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach		\$76,883.00
1	1	6	ELL Coach		\$21,156.00
1	1	7	PK Instructional Aide		\$14,010.00
1	2	1	Dyslexia		\$40,730.00
1	2	2	RTI Specialist		\$39,806.00
Sub-Total					\$192,585.00

Early Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$0.00
Sub-Total					\$0.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
4	1	1			\$0.00
Sub-Total					\$0.00